

The University of the State of New York
The State Education Department



New York State
Accountability Report Card
for the 2003-04 School Year

New York State Accountability Report Card for 2003-04

The Report Card shows, for each accountability measure, the participation rate and performance index of each accountability group and whether the group made adequate yearly progress (AYP). The State was accountable for nine measures at three grade levels. On the English and mathematics measures at each grade level, the State was accountable for nine accountability groups. The State was also accountable for grades 4 and 8 science and for high school graduation rate, a total of 56 performance indicators. Of these indicators, the State made AYP on 40 or 71 percent. On every accountability measure, the "All Students" group made AYP. Between 96 and 99 percent of the All Student group took the required English language arts and mathematics assessments at each grade level.

The best performance was at the elementary level, where the State made AYP on 17 of 19 measures. The performance of students with disabilities on English language arts and mathematics was a few points below the target for that group.

At the middle level, the State made AYP on 15 of 19 indicators. Statewide, 92 to 94 percent of eighth-graders who were disabled and/or limited English proficient took the assessment in English language arts and mathematics, thus failing the participation rate requirement. The students with disabilities group scored slightly below its performance targets in English language arts and mathematics.

At the high school level, the State made AYP on 9 of the 19 indicators. In English language arts and mathematics, the student with disabilities group met neither the participation rate nor performance requirement. The American Indian/Alaskan Native group missed the participation requirement but scored above the Annual Measurable Objective. The Hispanic and limited English proficient groups did not make its performance targets. In mathematics, the Black group did not make its performance target.

Elementary-Level English Language Arts

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

For the State to make Adequate Yearly Progress (AYP) in 2003–04, every accountability group must make AYP.

For an accountability group to make AYP in 2003–04, it must

1. meet the 95 percent participation requirement (**2003–04 Participation**), and
2. *either* meet its Effective AMO *or* make safe harbor (**2003–04 Performance** and **Standards**).

To meet the participation requirement, 95 percent of the grade 4 enrollment in each accountability group with 40 or more students must

be tested. To meet the Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its ELA safe harbor target *and* the group must meet the elementary-level science qualification for safe harbor. (See the elementary-level science page of this report for further information on meeting the science qualification for safe harbor.)

ELA Safe Harbor Targets: The elementary-level 2003–04 ELA Safe Harbor Target is calculated by using the following equation: 2002–03 PI + (200 – the 2002–03 PI) × 0.10. The 2004–05 ELA Safe Harbor Target is calculated by using the following equation: 2003–04 PI + (200 – the 2003–04 PI) × 0.10. The 2004–05 target is provided for groups whose PI was below the Effective AMO in 2003–04.

Accountability Group	2003–04 Participation*		2003–04 Performance**		2003–04 Standards			Made AYP in ELA in 2003–04	2004–05 ELA Safe Harbor Target
	Grade 4 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	ELA Safe Harbor Target	Met the Science Qualification for Safe Harbor		
All Students	218,619	99%	211,313	156	123			Yes	
Students with Disabilities	30,902	95%	28,721	97	123	105	Yes	No	107
American Indian/Alaskan Native	1,109	98%	1,070	138	120			Yes	
Black	43,829	98%	41,875	134	123			Yes	
Hispanic	44,385	98%	42,009	135	123			Yes	
Asian or Pacific Islander	13,920	98%	13,383	175	121			Yes	
White	115,376	99%	112,976	170	123			Yes	
Limited English Proficient	13,299	95%	11,855	117	121	87	Yes	Yes	125
Economically Disadvantaged	92,103	98%	88,258	136	123			Yes	
Final AYP Determination								No	

*Students who were excused from testing for medical reasons are not included in the enrollment count.

Elementary-Level Mathematics

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

For the State to make Adequate Yearly Progress (AYP) in 2003–04, every accountability group must make AYP.

For an accountability group to make AYP in 2003–04, it must

1. meet the 95 percent participation requirement (**2003–04 Participation**), and
2. *either* meet its Effective AMO *or* make safe harbor (**2003–04 Performance** and **Standards**).

To meet the participation requirement, 95 percent of the grade 4 enrollment in each accountability group with 40 or more students must

be tested. To meet the Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its math safe harbor target *and* the group must meet the elementary-level science qualification for safe harbor. (See the elementary-level science page of this report for further information on meeting the science qualification for safe harbor.)

Math Safe Harbor Targets: The elementary-level 2003–04 Math Safe Harbor Target is calculated by using the following equation: $2002-03 \text{ PI} + (200 - \text{the } 2002-03 \text{ PI}) \times 0.10$. The 2004–05 Math Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2004–05 target is provided for groups whose PI was below the Effective AMO in 2003–04.

Accountability Group	2003–04 Participation*		2003–04 Performance**		2003–04 Standards			Made AYP in Math in 2003–04	2004–05
	Grade 4 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	Math Safe Harbor Target	Met the Science Qualification for Safe Harbor		Math Safe Harbor Target
All Students	218,488	99%	209,386	176	136			Yes	
Students with Disabilities	30,958	95%	28,448	133	136	135	Yes	No	140
American Indian/Alaskan Native	1,116	98%	1,058	166	133			Yes	
Black	43,808	98%	41,184	157	136			Yes	
Hispanic	44,238	98%	41,555	161	136			Yes	
Asian or Pacific Islander	13,958	99%	13,259	189	135			Yes	
White	115,368	99%	112,330	187	136			Yes	
Limited English Proficient	13,003	97%	11,764	133	135	132	Yes	Yes	
Economically Disadvantaged	92,109	99%	87,289	162	136			Yes	
Final AYP Determination								No	

*Students who were excused from testing for medical reasons are not included in the enrollment count.

Elementary-Level Science

Definitions of terms, such as Progress Target and Adequate Yearly Progress (AYP), are in the glossary, which is the last page of this report.

Made AYP in Science in 2003–04: For the State to make AYP in science, the Performance Index (PI) for the “All Students” group must equal or exceed the State Science Standard or the Science Progress Target.

State Designated Level (SDL): The score that students taking the elementary-level science test in 2002–03 must have equaled or exceeded on the written portion of the test to have met the State Science Standard.

Qualification for Safe Harbor in Elementary-Level ELA and Math:
For an accountability group to be considered Qualified for Safe Harbor

in Elementary-Level ELA and Math, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary-level science for that group. Groups with fewer than 30 students tested in elementary-level science are not subject to this qualification criterion.

Science Progress Targets: The elementary-level 2003–04 Science Progress Target is calculated by multiplying the 2002–03 Percent At or Above SDL by two and then adding one point. The 2004–05 Science Progress Target is calculated by adding one point to the 2003–04 PI. The 2004–05 target is provided for groups whose PI was below the State Science Standard in 2003–04.

Accountability Group	2003–04 Performance*		2003–04 Standards		Made AYP in Science in 2003–04	2003–04	2004–05
	Count of Continuously Enrolled Students	Performance Index	State Science Standard	Science Progress Target		Qualified for Safe Harbor in Elementary- Level ELA and Math	Science Progress Target
All Students	206,800	174	100		Yes	Yes	
Students with Disabilities	27,552	143	100			Yes	
American Indian/Alaskan Native	1,027	163	100			Yes	
Black	40,334	153	100			Yes	
Hispanic	40,816	149	100			Yes	
Asian or Pacific Islander	13,149	182	100			Yes	
White	111,474	191	100			Yes	
Limited English Proficient	11,558	113	100			Yes	
Economically Disadvantaged	85,757	157	100			Yes	
Final AYP Determination					Yes		

Middle-Level English Language Arts

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

For the State to make Adequate Yearly Progress (AYP) in 2003–04, every accountability group must make AYP.

For an accountability group to make AYP in 2003–04, it must

1. meet the 95 percent participation requirement (**2003–04 Participation**), and
2. *either* meet its Effective AMO *or* make safe harbor (**2003–04 Performance** and **Standards**).

To meet the participation requirement, 95 percent of the grade 8 enrollment in each accountability group with 40 or more students must

be tested. To meet the Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its ELA safe harbor target *and* the group must meet the middle-level science qualification for safe harbor. (See the middle-level science page of this report for further information on meeting the science qualification for safe harbor.)

ELA Safe Harbor Targets: The middle-level 2003–04 ELA Safe Harbor Target is calculated by using the following equation: $2002-03 \text{ PI} + (200 - \text{the } 2002-03 \text{ PI}) \times 0.10$. The 2004–05 ELA Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2004–05 target is provided for groups whose PI was below the Effective AMO in 2003–04.

Accountability Group	2003–04 Participation*		2003–04 Performance**		2003–04 Standards			Made AYP in ELA in 2003–04	2004–05 ELA Safe Harbor Target
	Grade 8 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	ELA Safe Harbor Target	Met the Science Qualification for Safe Harbor		
All Students	231,815	98%	222,946	141	107			Yes	
Students with Disabilities	35,250	94%	32,381	80	107	83	Yes	No	92
American Indian/Alaskan Native	975	97%	922	120	103			Yes	
Black	45,703	97%	43,158	115	107			Yes	
Hispanic	43,203	96%	40,398	119	107			Yes	
Asian or Pacific Islander	13,874	98%	13,329	160	106			Yes	
White	128,060	99%	125,139	154	107			Yes	
Limited English Proficient	14,059	93%	12,387	106	106			No	
Economically Disadvantaged	86,085	97%	81,830	118	107			Yes	
Final AYP Determination								No	

*Students who were excused from testing for medical reasons are not included in the enrollment count.

Middle-Level Mathematics

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

For the State to make Adequate Yearly Progress (AYP) in 2003–04, every accountability group must make AYP.

For an accountability group to make AYP in 2003–04, it must

1. meet the 95 percent participation requirement (**2003–04 Participation**), and
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To meet the participation requirement, 95 percent of the grade 8 enrollment in each accountability group with 40 or more students must

be tested. To meet the Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its math safe harbor target *and* the group must meet the middle-level science qualification for safe harbor. (See the middle-level science page of this report for further information on meeting the science qualification for safe harbor.)

Math Safe Harbor Targets: The middle-level 2003–04 Math Safe Harbor Target is calculated by using the following equation: $2002-03 \text{ PI} + (200 - \text{the } 2002-03 \text{ PI}) \times 0.10$. The 2004–05 Math Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2004–05 target is provided for groups whose PI was below the Effective AMO in 2003–04.

Accountability Group	2003–04 Participation*		2003–04 Performance**		2003–04 Standards			Made AYP in Math in 2003–04	2004–05
	Grade 8 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	Math Safe Harbor Target	Met the Science Qualification for Safe Harbor		Math Safe Harbor Target
All Students	230,995	97%	218,741	145	81			Yes	
Students with Disabilities	35,033	92%	31,226	79	81	80	Yes	No	91
American Indian/Alaskan Native	967	96%	888	130	77			Yes	
Black	45,490	96%	41,744	108	81			Yes	
Hispanic	42,814	96%	39,395	114	81			Yes	
Asian or Pacific Islander	13,912	99%	13,229	172	80			Yes	
White	127,812	98%	123,485	165	81			Yes	
Limited English Proficient	13,647	94%	12,139	86	80			No	
Economically Disadvantaged	85,890	96%	79,811	118	81			Yes	
Final AYP Determination								No	

*Students who were excused from testing for medical reasons are not included in the enrollment count.

Middle-Level Science

Definitions of terms, such as Progress Target and Adequate Yearly Progress (AYP), are in the glossary, which is the last page of this report.

Made AYP in Science in 2003–04: For the State to make AYP in science, the Performance Index (PI) for the “All Students” group must equal or exceed the State Science Standard or the Science Progress Target.

Qualification for Safe Harbor in Middle-Level ELA and Math: For an accountability group to be considered Qualified for Safe Harbor in

Middle-Level ELA and Math, the PI must equal or exceed the State Science Standard or the Science Progress Target in middle-level science for that group. Groups with fewer than 30 students tested in middle-level science are not subject to this qualification criterion.

Science Progress Targets: The middle-level 2003–04 Science Progress Target is calculated by adding one point to the 2002–03 PI. The 2004–05 Science Progress Target is calculated by adding one point to the 2003–04 PI. The 2004–05 target is provided for groups whose PI was below the State Science Standard in 2003–04.

Accountability Group	2003–04 Performance*		2003–04 Standards		Made AYP in Science in 2003–04	2003–04	2004–05
	Count of Continuously Enrolled Students	Performance Index	State Science Standard	Science Progress Target		Qualified for Safe Harbor in Middle-Level ELA and Math	Science Progress Target
All Students	210,360	163	100		Yes		
Students with Disabilities	30,045	123	100				
American Indian/Alaskan Native	838	156	100				
Black	38,279	124	100				
Hispanic	36,695	125	100				
Asian or Pacific Islander	12,914	170	100				
White	121,634	185	100				
Limited English Proficient	11,189	85	100	94		No	86
Economically Disadvantaged	74,688	135	100				
Final AYP Determination					Yes		

Secondary-Level English Language Arts

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

For the State to make Adequate Yearly Progress (AYP) in 2003–04, every accountability group must make AYP.

For an accountability group to make AYP in 2003–04, 95 percent of seniors in each accountability group of 40 or more must have taken an English examination that meets the student graduation requirement. Each group must also meet its Effective AMO *or* make safe harbor (**2003–04 Performance and Standards**). To meet the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe harbor, the

Performance Index of each of these groups must equal or exceed its ELA safe harbor target *and* the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

ELA Safe Harbor Targets: The secondary-level 2003–04 ELA Safe Harbor Target is calculated by using the following equation: 2002–03 PI + (200 – the 2002–03 PI) × 0.10. The 2004–05 ELA Safe Harbor Target is calculated by using the following equation: 2003–04 PI + (200 – the 2003–04 PI) × 0.10. The 2004–05 target is provided for groups whose PI was below the Effective AMO in 2003–04.

Accountability Group	2003–04 Participation		2003–04 Performance*		2003–04 Standards			Made AYP in ELA in 2003–04	2004–05
	Count of Seniors in 2003–04	Percent of Seniors Tested	Count of 2000 Accountability Cohort Members	Performance Index	Effective AMO	ELA Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor		ELA Safe Harbor Target
All Students	175,858	96%	173,059	163	142			Yes	
Students with Disabilities	16,738	86%	18,066	99	141	105	Yes	No	109
American Indian/Alaskan Native	576	93%	571	142	137			No	
Black	29,089	96%	28,097	137	142	133	Yes	Yes	143
Hispanic	24,157	95%	23,662	133	142	130	No	No	140
Asian or Pacific Islander	12,393	98%	12,108	165	141			Yes	
White	109,643	96%	108,621	176	142			Yes	
Limited English Proficient	8,141	96%	8,722	93	141	99	No	No	104
Economically Disadvantaged	38,205	96%	38,732	138	142	140	Yes	Yes	
Final AYP Determination								No	

Secondary-Level Mathematics

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

For the State to make Adequate Yearly Progress (AYP) in 2003–04, every accountability group must make AYP.

For an accountability group to make AYP in 2003–04, 95 percent of seniors in each accountability group of 40 or more must have taken a mathematics examination that meets the student graduation requirement. Each group must also meet its Effective AMO *or* make safe harbor (**2003–04 Performance** and **Standards**). To meet the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe

harbor, the Performance Index of each of these groups must equal or exceed its math safe harbor target *and* the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

Math Safe Harbor Targets: The secondary-level 2003–04 Math Safe Harbor Target is calculated by using the following equation: $2002-03 \text{ PI} + (200 - \text{the } 2002-03 \text{ PI}) \times 0.10$. The 2004–05 Math Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2004–05 target is provided for groups whose PI was below the Effective AMO in 2003–04.

Accountability Group	2003–04 Participation		2003–04 Performance*		2003–04 Standards			Made AYP in Math in 2003–04	2004–05
	Count of Seniors in 2003–04	Percent of Seniors Tested	Count of 2000 Accountability Cohort Members	Performance Index	Effective AMO	Math Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor		Math Safe Harbor Target
All Students	175,858	96%	173,059	153	132			Yes	
Students with Disabilities	16,738	86%	18,066	97	131	106	Yes	No	107
American Indian/Alaskan Native	576	94%	571	137	127			No	
Black	29,089	95%	28,097	114	132	119	Yes	No	123
Hispanic	24,157	95%	23,662	116	132	119	No	No	124
Asian or Pacific Islander	12,393	98%	12,108	168	131			Yes	
White	109,643	96%	108,621	170	132			Yes	
Limited English Proficient	8,141	95%	8,722	107	131	115	No	No	116
Economically Disadvantaged	38,205	95%	38,732	125	132	131	Yes	No	133
Final AYP Determination								No	

Graduation Rate

Definitions of terms, such as Progress Target and Adequate Yearly Progress (AYP), are in the glossary, which is the last page of this report.

Made AYP in Graduation Rate in 2003–04: For the State to make AYP in graduation rate, the Percent Earning a Local Diploma by August 31, 2003 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target.

Qualification for Safe Harbor in Secondary-Level ELA and Math: For an accountability group to be considered Qualified for Safe Harbor in Secondary-Level ELA and Math, the Percent Earning a Local Diploma by August 31, 2003 must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for that group.

Graduation-Rate Progress Targets: The 2003–04 Graduation-Rate Progress Target is calculated by adding one point to the Percent of the 1998 Cohort Earning a Local Diploma by August 31, 2002. The 2004–05 Graduation-Rate Progress Target is calculated by adding one point to the Percent of the 1999 Cohort Earning a Local Diploma by August 31, 2003. This target is provided for each group whose Percent Earning a Local Diploma by August 31, 2003 is below the Graduation-Rate Standard in 2003–04 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

Accountability Group	2003–04 Performance		2003–04 Standards		Made AYP in Graduation Rate in 2003–04	2003–04	2004–05
	Count of 1999 Graduation-Rate Cohort Members	Percent Earning a Local Diploma by August 31, 2003	Graduation-Rate Standard	Graduation-Rate Progress Target		Qualified for Safe Harbor in Secondary-Level ELA and Math	Graduation-Rate Progress Target
All Students	173,978	76%	55%		Yes		
Students with Disabilities	15,056	58%	55%				
American Indian/Alaskan Native	574	69%	55%				
Black	28,725	58%	55%				
Hispanic	24,327	53%	55%	54%		No	54%
Asian or Pacific Islander	11,750	79%	55%				
White	108,602	86%	55%				
Limited English Proficient	6,889	43%	55%	50%		No	44%
Economically Disadvantaged	38,374	62%	55%				
Final AYP Determination					Yes		

Glossary

Accountability Cohort: The 2000 school accountability cohort consists of all students who first entered grade 9 in any school in the fall of 2000, and all ungraded students with disabilities who reached their seventeenth birthday in the 2000–01 school year, who were enrolled on October 2, 2002. Students who transferred to programs leading to a high school diploma or high school equivalency diploma were not included in the 2000 school accountability cohort. The 2000 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day *plus* students who were placed outside the district by the CSE or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations. The 2000 State accountability cohort consists of all students in the district accountability cohorts.

Adequate Yearly Progress (AYP): Adequate Yearly Progress (AYP) indicates satisfactory progress by a district/school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO): The Annual Measurable Objective (AMO) is the PI value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO will be increased in regular increments beginning in 2004–05 until it reaches 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students: Students enrolled in the school on BEDS day (usually the first Wednesday in October) of the school year and until the day of testing.

Effective Annual Measurable Objective (Effective AMO): The Effective Annual Measurable Objective (Effective AMO) is the PI value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort: Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program. Certain students with severe disabilities and new immigrants were excluded from the 1999 graduation-rate cohort.

Graduation-Rate Standard: The criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

Performance Index (PI): A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four achievement levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). ***At the elementary and middle levels, the PI is calculated using the following equation: $100 \times \frac{[(\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}) \div \text{Count of All Continuously Enrolled Tested Students}]$. At the secondary level, the PI is calculated using the following equation: $100 \times \frac{[(\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}) \div \text{Count of All Cohort Members}]$.*** A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target: For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternative method for making AYP or qualifying for safe harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor: Safe Harbor provides an alternative means to demonstrate AYP for accountability groups that do not achieve their Effective AMOs in English or mathematics.

Science Standard: The criterion value that represents a minimally satisfactory performance in science. In 2003–04, the State Science Standard at the elementary and middle levels was a PI of 100. The Commissioner may raise the State Science Standard at his discretion in future years.